



Year 1,2 and 3 Skills Progression 2020-21

Sandylands Community Primary school

| | Year 1 | Year 2 | Year 3 |
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| Science | <p>Bears</p> <ul style="list-style-type: none"> Investigate the properties of everyday materials, find out where they come from, how and why they are used, how they can be changed and how they can be disposed of or recycled (SL) Ask simple questions and recognising that they can be answered in different ways (NC) Make simple comparisons and groupings (SL) Gather and recording data to help in answering questions (NC) Distinguish between an object and a material from what it is made (NC) Identify and name a variety of everyday materials, including wood, glass, plastic, metal, water and rock (NC) Describe the simple physical properties of a variety of everyday materials (NC) Compare and group together a variety of everyday materials on the basis of their simple physical properties. (NC) Explore changes in the way things move by using push and pull forces (SL) Explore ways of keeping living things alive and healthy, treating them with care and sensitivity (SL) Explore using senses and communicate findings in simple ways (SL) Identifying and classifying (NC) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (NC) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (NC) Identify and name a variety of common animals that are carnivores, herbivores and omnivores (NC) <p>Oh I do like to be beside the seaside!</p> <ul style="list-style-type: none"> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (NC) Observing closely, using simple equipment. (NC) Perform simple test (NC) | <p>Let the Adventure begin – Use of everyday materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses NC</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Wriggle and Grow – Plants / Living things and their habitats</p> <ul style="list-style-type: none"> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (NC) observe and describe how seeds and bulbs grow into mature plants(NC) explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other NC identify and name a variety of plants and animals in their habitats, including micro-habitats NC describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. NC Use first-hand experience and, with help, simple information sources to answer questions.(SL) <p>24hrs in</p> <ul style="list-style-type: none"> identify and name a variety of plants and animals in their habitats, including micro-habitats NC describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. NC | <p>Stoneage</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties NC describe in simple terms how fossils are formed when things that have lived are trapped within rock NC recognise that soils are made from rocks and organic matter. NC <p>Modern Europe</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement. identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Stand alone Science</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. |

| Science | Year 1 | Year 2 | Year 3 |
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| | <p data-bbox="371 150 869 204">Using their observations and ideas to suggest answers to questions (NC)</p> <p data-bbox="371 236 533 261">24 Hours in</p> <ul data-bbox="421 300 891 456" style="list-style-type: none"><li data-bbox="421 300 891 376">• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (NC)<li data-bbox="421 379 891 456">• Identify and describe the basic structure of a variety of common flowering plants, including trees. (NC) <p data-bbox="371 491 573 517">Seasonal Changes</p> <ul data-bbox="421 555 875 632" style="list-style-type: none"><li data-bbox="421 555 875 580">• Observe changes across the four seasons (NC)<li data-bbox="421 584 875 632">• Observe and describe weather associated with the seasons and how day length varies (NC) | | |

| History | Year 1 | Year 2 | Year 3 |
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| | <p>24 Hours in Queen Elizabeth I and II & Mary Anning – Significant individuals/ Global</p> <ul style="list-style-type: none"> Find out about the lives of significant people and events from the past and present, who have contributed to national and international achievements. (SL) Use sources of information to find out about the past (SL) <i>Use common words and phrases related to the passing of time (SL)</i> <p>Happily Ever After</p> <ul style="list-style-type: none"> Know episodes from stories about the past and use stories to encourage children to distinguish between fact and fiction (SL) e.g George and the dragon Recount episodes from stories about the past (SL) <p>Lancaster castle visit and Bear museum in school</p> <ul style="list-style-type: none"> Historical events, people and places in their own locality. (NC) <i>Place events and objects in chronological order (SL)</i> <p>Bears Change</p> <ul style="list-style-type: none"> <i>Identify and describe reasons for and results of historical events, situations and changes SL</i> Changes within living memory NC – time line of toys in their living memory e.g. toys we played with when we were 1,3,5 years old. | <p>24hrs in Pudding Lane Mysteries National 24hrs in Remembrance National</p> <ul style="list-style-type: none"> Understand significant historical events, people and places in their locality. (NC) To understand about the life of a significant individual from the past who have contributed to national and international achievement (NC) <p>Horrible Histories National and Global</p> <ul style="list-style-type: none"> <i>Investigate similarities and differences between the lives of a Victorian child and a child today. Particular focus on life at school, working lives and life at home. (SC)</i> <i>Observe and handle a range of sources of information to find out about the past (SC)</i> <p>24hrs in Remembrance Global/ Significant individual</p> <ul style="list-style-type: none"> Events beyond living memory that are significant globally. (NC) | <p>Mayan Myths Global</p> <ul style="list-style-type: none"> Achievements of the earliest civilisations -impact NC <p>Stone Age / Bronze Age – Stonehenge/ Iron Age – Boudicca Global</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age Identify different ways in which the past is represented <i>Use dates and vocabulary relating to the passing of time and sequence events</i> Develop their understanding that the past can be divided into different periods of time Sequence several events or artefacts <i>Begin to give reasons for and results of the main events and changes</i> <i>Recognise similarities and differences between periods of time</i> |

| Geo- graphy | Year 1 | Year 2 | Year 3 |
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| | <p>Seasonal Changes - Human and physical geography – Winter Wonderland</p> <p>Identify seasonal and daily weather patterns in the United Kingdom (NC)</p> <p>Location, Location, Location - Local</p> <ul style="list-style-type: none"> Recognise and observe human and physical features and use basic geographical vocabulary (beach, village, town) SL Use globes, maps and plans to identify UK (NC) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom (NC) Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. (NC) Make simple maps (NC) <p>Christmas around the world - National / Geographical skills</p> <ul style="list-style-type: none"> Identify links between their locality and other places in the UK and beyond (SL) Ask geographical questions (SL) <p>Katie Morag stories</p> <ul style="list-style-type: none"> Key physical and human features vocabulary (coast, sea)NC Communicate in different ways using simple geographical information /vocab SL | <p>Let the Adventure begin!</p> <p>Human and physical geography -</p> <p>Ask and respond to geographical questions about people, places and environments (SC)</p> <p>Recognise, observe, describe and record physical and human features (SC)</p> <p>Make simple comparisons between features of different places (SC)</p> <p>Express their own views about people, places and their effect on environments (SC)</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (NC)</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (NC)</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (NC)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (NC)</p> <p>Tinga Tinga Tales</p> <p>Global</p> <p>Make simple maps and plans (SL)</p> <p>Name and locate the world’s seven continents and five oceans (NC)</p> <p>Identify seasonal and daily weather patterns in the location of hot and cold areas of the world (NC)</p> | <p>Extreme Environments</p> <p>Modern Europe</p> <p>Locational Knowledge Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities(NC)</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied NC</p> <p>Ask and respond to questions about places and the environment SC</p> <p>Collect and record evidence and begin to offer explanations SC</p> <p>Use appropriate geographical vocabulary to communicate their findings SC</p> <p>Use simple field work techniques and instruments SC</p> <p>Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans SC</p> <p>Use ICT to help in geographical investigation SC</p> |

| Art | Year 1 | Year 2 | Year 3 |
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| | <p>Happily Ever After – Appreciate and communicate/Local</p> <ul style="list-style-type: none"> Use local craft/clay makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (NC) <p>Technique To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (NC).</p> <ul style="list-style-type: none"> 3D Form - Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. (SL) Adapt and improve their own work (SL) <p>Tile Printing-</p> <ul style="list-style-type: none"> Explore Use a variety of tools, inc. pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media and begin to explore the use of line, shape and colour (NC) <p>Technique To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (NC)</p> <p>Winter wonderland</p> <ul style="list-style-type: none"> Colour mixing (SL) <p>Van Gogh – significant artists Sunflowers</p> <p>Painting Use a variety of tools and techniques, including the use of different brush sizes and types. (SL)</p> <p>Henri Rousseau– significant artists (jungle paintings)</p> <ul style="list-style-type: none"> Textiles/Collage Use a variety of techniques e.g. weaving, fabric crayons, sewing. Use a wide variety of media, inc. card, fabric, plastic, tissue, magazines, crepe paper etc. (SL) To use a range of materials creatively to design and make products (NC) | <p>Tinga Tinga Tales - Global</p> <p>Painting Use a variety of tools and techniques, including mixing a range of secondary colours, shades and tones. Work on a range of scales e.g. large brush on large paper etc. (SC)</p> <p>Technique To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (NC)</p> <p>Printing Use a variety of techniques, inc. fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.(SC)</p> <p>24hrs in Picasso – Global/ Appreciate Use the work of Picasso to describe the differences and similarities between different practices and disciplines and making links to their own work, focussing on shape and colour. (NC)</p> <p>Explore and Create To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (NC).</p> | <p>Modern Europe</p> <p>Appreciate and communicate about great artists, architects and designers in history. NC</p> <p>Explore/Create to create sketch books to record their observations and use them to review and revisit ideas NC</p> <p>Work for a sustained period of time at own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. SL</p> <p>Children make models of Stonehenge joining clay adequately and working reasonably independently SC</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay) NC</p> <p>Modelling and Sculpting Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Make a simple papier mache object. Plan, design and make models. SL</p> |

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| <p>Drama</p> | <p style="text-align: center;">Year 1</p> <p>Bears</p> <ul style="list-style-type: none"> • Use role play to engage with characters, situations and events from known stories (SL) • Use different voices in acting (SL) • Take turns speaking their parts and, in small groups, act out familiar stories, which they can communicate to friends (SL) <p>Happily Ever after .. talk for writing</p> <ul style="list-style-type: none"> • Reflect on the situation or character both in and out of role (SL) • Respond to other characters in role (SL) | <p style="text-align: center;">Year 2</p> | <p style="text-align: center;">Year 3</p> |
| <p>Music</p> | <p style="text-align: center;">Year 1</p> <p>Bears - Appreciate</p> <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music NC | <p style="text-align: center;">Year 2</p> <p>Tinga Tinga tales - Global</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes NC • Play tuned and un-tuned musical instruments with expression and control, listening and observing carefully NC • experiment with, create, select and combine sounds using the inter-related dimensions of music. NC • African drumming - listen with concentration and understanding to a range of high-quality live and recorded music NC <p>Christmas Performance – Perform</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes NC | <p style="text-align: center;">Year 3</p> <p>Modern Europe -</p> <ul style="list-style-type: none"> • Begin to sing in tune expressively with an awareness of beat and rhythm • Begin to recognise, recall and perform simple rhythmic patterns • Explore the way sounds can be combined and used expressively • Improvise repeated patterns • Recognise and explore different combinations of pitch sounds <p>Christmas Performance – Perform</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression |

| P.E | Year 1 | Year 2 | Year 3 |
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| | <p>Ongoing</p> <ul style="list-style-type: none"> Recognise the benefits of regular exercise and how their bodies feel when they exercise (SL) <p>24hrs in.... the Maypole</p> <ul style="list-style-type: none"> Develop control and coordination of physical movements (NC) <p>Bears</p> <ul style="list-style-type: none"> Devise and use repeat compositions and sequences in physical activities (SL) Improve performance by observation and use criteria for evaluation (SL) Perform dances using simple movement patterns (NC) Apply basic movements (NC) Recognise, observe and apply rules in competitive and cooperative games and other physical activities (SL) Use and apply simple tactics and strategies in team games (NC) Recognise why healthy eating and physical activity are beneficial (SL) Make healthy eating choices and prepare simple healthy food (SL) Recognise that some substances can help or harm the body (SL) Perform dances using simple movement patterns (NC) Apply basic movements (NC) | <p>Dance</p> <ul style="list-style-type: none"> Develop fundamental movement skills Perform dances using simple movement patterns <p>Hockey</p> <ul style="list-style-type: none"> Master basic movements including dribbling, passing, shooting, as well as developing balance, agility and co-ordination. Participate in team games, developing simple tactics for attacking and defending <p>Gymnastics</p> <ul style="list-style-type: none"> Become increasingly competent and confident using gym equipment and show agility, balance and coordination. <p>Football</p> <ul style="list-style-type: none"> Master basic movements including dribbling, passing, shooting, as well as developing balance, agility and co-ordination. <p>Participate in team games, developing simple tactics for attacking and defending</p> | <ul style="list-style-type: none"> Over the course of the year children will Control and coordinate their bodies and movements with increasing skill and confidence Follow and apply more complex rules in a range of competitive and cooperative games and physical activities, develop physical skills and techniques through observation, evaluation and refinement and use repetition and practice to reach higher standards, use tactics, strategies and compositional ideas to achieve set objectives and improve performance, recognise ways in which stamina and flexibility can be improved through daily physical activity. <p>Netball</p> <p>Throw and catch with control when under limited pressure to keep possession and score goals Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding and net games Begin to understand the importance of warming up</p> <p>Basketball-</p> <p>Throw and catch with control when under limited pressure to keep possession and score goals Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding and net games Identify that playing extended games improves their stamina Know and describe the effects of different exercise activities on the body and how to improve stamina</p> <p>Rounders-</p> <p>Throw and catch with control when under limited pressure to score. Identify that playing extended games improves their stamina Recognise good performances in themselves and others and use what they have learned to improve their own work</p> |

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| <p>R.E</p> | <p style="text-align: center;">Year 1</p> <p>Stand Alone Syllabus</p> <ul style="list-style-type: none"> • Explore a range of religious and moral stories • Explore a range of sacred writings • Name and explore a range of celebrations • Name and explore a range of worship styles • Identify the importance, for some people, of belonging to a religion or holding special beliefs • Identify religious symbols • Begin to use a range of religious and moral words • Identify what matters most to them, in relation to religious and spiritual feelings, experiences and concepts • Recognise how celebrations and worship make a difference to individual, families and local communities • Reflect on how spiritual values relate to their own behaviour • Reflect on how moral values relate to their own behaviour • Recognise that religious teachings and ideas make a difference to the lives of individuals, families and communities | <p style="text-align: center;">Year 2</p> <p>Stand Alone Syllabus</p> <p>Hinduism - Can worship help people remember what is important?</p> <p>Christianity - Why do some people have religious rituals?</p> <p>Christianity - How and why is celebrating important in religion and worship?</p> | <p style="text-align: center;">Year 3</p> <p>Stand Alone Syllabus</p> <p>Islam - Who has the X factor?</p> <p>Explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of the belief system</p> <p>Investigate and suggest meanings for celebrations, worship and rituals, thinking about similarities and differences</p> <p>Recognise that people can have different identities, beliefs and practices and different ways of belonging</p> <p>Investigate questions of right and wrong in life, thinking about questions and opinions</p> <p>Christianity - Who has the X factor?</p> <p>Hindu -What is expected of a person in following a religion or a belief?</p> <p>Christianity -What qualities make a good leader?</p> <p>Judaism -Who inspires you?</p> <p>Christianity - What makes a good leader?</p> |
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| DT | Year 1 | Year 2 | Year 3 |
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| | <p>Bears</p> <ul style="list-style-type: none"> • Take account of simple properties of materials when deciding how to cut, shape, combine and join them (SL) • Follow safe procedures (SL) • Generate and talk about their own ideas (SL) • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work (NC) • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (NC) • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology (SL) <p>Pizza Princess/ Runaway pancakes</p> <ul style="list-style-type: none"> • Talk about their ideas, saying what they like and dislike (SL) <p>Bears</p> <ul style="list-style-type: none"> • Explore the sensory qualities of materials (SL) • Use a range of materials creatively to design and make products (NC) • Identify a target group for what they intend to design and make (SL) | <p>24 hours in Dragsters!</p> <p>Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria NC • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology NC <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] NC • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics NC <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products NC • evaluate their ideas and products against design criteria NC <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable NC • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. NC | <p>Bronze Age - Stonehenge</p> <p>Generate, develop and explain ideas for products to meet a range of needs</p> <ul style="list-style-type: none"> • Explore ways of meeting design challenges with a food focus using a range of cooking techniques <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities |

| Computing | Year 1 | Year 2 | Year 3 |
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| | <p>Ongoing</p> <ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. (NC) <p>The Runaway pancake! Using web cam skills of taking a photo. (SL)</p> <p>Scratch Jnr – Stand alone</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (NC) Create and debug simple programs (NC) Use logical reasoning to predict the behaviour of simple programs (NC) <p>Stand alone lesson</p> <ul style="list-style-type: none"> Word processing skills typing, editing, formatting etc (SL) Use technology purposefully to create, organise, store, manipulate and retrieve digital content (NC) recognise common uses of information technology beyond school (NC) | <p>Bee-Bots – Who’s who in Whoville</p> <p>Art programs- 24 hours in Picasso</p> <p>Silhouette pictures in Tinga Tinga styles</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> | <p>Lego Wedo –</p> <ul style="list-style-type: none"> Make a model following instructions. Write a program that accomplished specific goals. <p>Children collected their own information about specific animals to make an e-book.</p> <ul style="list-style-type: none"> Use key words to search for and select appropriate information from the internet and other digital sources Verify the accuracy and reliability of the information found, distinguishing between fact and opinion Use features of layout, presentation and organisation in print and on screen Use a variety of ICT tools to create, refine and present work in a variety of ways <p>We are publishers – brushes, app</p> |

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| PSHE / Values Ed | <p style="text-align: center;">Year 1</p> <p>Bears ...and on-going</p> <ul style="list-style-type: none"> • Identify the importance of rules and be able to recognise the difference between right and wrong and what is fair and unfair (SL) • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. (SL) • Name major internal body parts – heart, blood, lungs, stomach, small and large intestines, brain and know how food, water and air get into the body and blood. (SL) • Understand that medicines can sometimes make people feel better when they're ill and understand issues of safety and responsibility. (SL) • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness). (SL) • Understand the difference between bullying and isolated unkind behaviour. (SL) • Understand that that there are different types of bullying and unkind behaviour. (SL) • Understand that bullying is unacceptable, but know that for most of the time, most children do not take part in bullying behaviour, or experience bullying. (SL) • Know where someone could get help if they were being upset by someone else's behaviour. (SL) | <p style="text-align: center;">Year 2</p> <p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.</p> <ul style="list-style-type: none"> • Name major internal body parts – heart, blood, lungs, stomach, small and large intestines, brain and know how food, water and air get into the body and blood. • Understand that medicines can sometimes make people feel better when they're ill and understand issues of safety and responsibility. • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness). • Understand the difference between bullying and isolated unkind behaviour. • Understand that that there are different types of bullying and unkind behaviour. • Understand that bullying is unacceptable, but know that for most of the time, most children do not take part in bullying behaviour, or experience bullying. • Know where someone could get help if they were being upset by someone else's behaviour. | <p style="text-align: center;">Year 3</p> <ul style="list-style-type: none"> • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. • Name major internal body parts – heart, blood, lungs, stomach, small and large intestines, liver, brain and know how food, water and air get into the body and blood. • Understand how the brain sends and receives messages through the nerves. • Understand that medicines are drugs and the times that they can be helpful or harmful. • Understand that nicotine and alcohol are drugs and begin to understand the ways in which they can be harmful to the body. |
| Lang-uages | <p style="text-align: center;">Year 1</p> <p>(ALL SL)</p> <ul style="list-style-type: none"> • Colours • Numbers to 20 • Body parts • Transport • Food and Drink • Seaside features | <p style="text-align: center;">Year 2</p> <p>(All SL)</p> <ul style="list-style-type: none"> • Numbers 11-20 with calculations • Days of the week • Months of the year • Describing animals | <p style="text-align: center;">Year 3</p> <p>Y3 iLanguages - French</p> |